



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Ocean Township High School

Course: Italian III

Department: World Language

Board Approval	Supervisor	Notes
September 2012	Steve Sarles	Born Date
June 2016	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review

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Pacing Guide			
Week	Marking Period 1		Marking Period 3
1	Travel	11	History, Art, Music
2	Travel	12	History, Art, Music
3	Travel	13	History, Art, Music
4	Travel	14	History, Art, Music
5	Travel	15	History, Art, Music
	Marking Period 2		Marking Period 4
6	Life in a City	16	Career & Professionals
7	Life in a City	17	Career & Professionals
8	Life in a City	18	Career & Professionals
9	Life in a City	19	Career & Professionals
10	Life in a City	20	Career & Professionals

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Core Instructional & Supplemental Materials including various levels of Texts

Sentieri textbook and online labmanual (College Prep/ADV), Youtube, YouTube Music Kahoot, www.elimagazines.com (Ciao & Azzurro), Supplemental Guided Readers (College Prep), Quizlet, Yabla, Google voice, Adobe Spark, TEDTalks, www.almaedizioni.it, Various DVD movies in target language w/subtitles, AudioLingua podcasts (College Prep/ADV) Teacher generated learning materials tiered for college prep and ADV classes.

Time Frame

Weeks 1-5

Topic

Travel

Essential Questions

- How do you get around town?
- Do you prefer private or public transportation?
- Would you use a bicycle to get to school to reduce pollution?
- Where do you prefer to go on vacation?
- Do you prefer hotels or camping?

Enduring Understandings

- Italians and American travel locally in different ways.
- Transportation affects the environment in different ways.
- Travel has made the world seem more connected
- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and

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- building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Alignment to Standards

[NJSLs- 7.1.IM.A.1-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Describe means of transportation available
2. Discuss cars and driving in town
3. Talk about your vacation
4. Discuss how to buy a ticket to travel in Italy

Grammar

1. Comparatives of equality
2. Comparatives of inequality
3. Superlatives
4. Present Conditional
5. Past Conditional
6. Modal verbs: Dovere, Potere, Volere in Conditional

Culture

1. Unusual modes of transportation in Italy: gondala, vaporetta, funicolari
2. Italian car industry
3. Italy as a travel destination for history, art, beaches, and mountains
4. Italian vacations for nature, foods, small town life, and historical cities

Assessments

Formative:

- Interpersonal speaking prompts
- Journal entries

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- Cultural comparisons
- Oral Presentations
- Teacher observation
- Do Now Activity
- Class notes
- Exit ticket
- Quiz
- Homework assessment
- Skits

Summative:

- Unit Oral and written assessment

Benchmark:

- Skills (Written/Oral) Culture Benchmark

Alternative:

- Student generated presentations on a trip to Italy.

Career Education

CRP4- Students will communicate clearly and effectively with reason to their peers when sharing their mock trip to Italy presentations.

21st Century Skills

Interdisciplinary Connections

English Language Arts- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively in the target language. SL.11-12.4 Present information, findings and supporting

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evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience in their trip to Italy presentations.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will use Google Slides in order to synthesize and present information.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google voice to demonstrate oral proficiency.

Time Frame	Weeks 5-10
Topic	
Life in a City	
Essential Questions	
<ul style="list-style-type: none">● Can you give effective directions around town?● How do towns and villages compare to neighborhoods in your city?● Who runs most of the errands in your family?● Can you run the errands for your family?	
Enduring Understandings	
<ul style="list-style-type: none">● In today's multicultural society there are several languages used to communicate in the global community.	

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- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- The ability to navigate in a town is an important skill.
- The ability to read a map is an important skill
- How do you manage your cash and a credit card

Alignment to Standards

[NJSLs- 7.1.IM.A.1-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Describe parts of neighborhoods
2. Compare and Contrast Italian and American cities/towns
3. Discuss the importance of "Piazza" to the Italians
4. Discuss whether a "Mall" compares to a "Piazza"

Grammar

1. "Si" impersonal and "Si" in passive voice
2. Relative Pronouns
3. Indefinite Adjectives
4. Negative Expressions

Culture

1. Flea markets in Italy
2. Life around the Piazza
3. Costumes and Traditions surrounding Saints
4. Feast Days
5. Architecture – historical and modern
6. Hand-made goods in Italy

- Bell Ringers
- Listening, reading, authentic conversations

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- Writing practice
- Writing and speaking with picture prompts
- Paired and group activities – create a map of your town
- Project- Go to a flea market and negotiate prices
- Financial literacy activity on managing money and credit cards
- Webquest

Assessments

Formative:

- Audio Activities
- Picture Prompts
- Graphic Organizers
- Visual Organizers
- Reading/Writing Activities
- Grammar Charts
- Do Now Activity
- Exit Ticket
- Teacher observation
- Class notes
- Quizlet
- Managing Credit Card activity

Summative:

- Unit oral and written assessment

Benchmark:

-

Alternative:

- Student generated skits on going to a flea market and negotiating and paying for items using cash and credit cards.

Career Education

CRP3, CRP4- Students will communicate clearly and effectively with reason during their flea

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market skits as well as attend to their financial well-being when buying and paying for items.

21st Century Skills

9.1.12.B.8- Students will describe and calculate interest and fees that are applied to using a credit card to pay for items at a market and evaluate the long term cost of paying with credit cards vs paying with cash.

Interdisciplinary Connections

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will use Google Slides in order to synthesize and present information.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will complete a Italian webquest using their chromebooks.

Time Frame	Weeks 10-15
Topic	
History, Art,Literature, & Music	

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Essential Questions

- Do you play a musical instrument?
- How does music affect your life?
- What type of music do you prefer?
- Do you appreciate art?
- Do you frequent museums?
- What types of books and movies do you prefer?

Enduring Understandings

- Italy is known for its Classical and Modern Music and Art
- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Italy is well known for its Classic and Contemporary Literature
- Italy is well known for its Classic and Modern Cinema
- Italian and American Literature and Cinema each have its own characteristics.

Alignment to Standards

[NJSLs- 7.1.IM.A.1-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Describe different types of performing arts
2. Talk about music and musicians

Grammar

1. Infinitive Constructions

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2. Irregular Noun Forms from Greek origin
3. Gerund and Progressive Tenses
4. Ordinal Numbers and Suffixes

Culture

1. Italian Opera
2. Classic and Contemporary Italian vs. American Music and Musicians
3. Classic and Modern Art
4. Italian and American Literature and movies
2. Dante is the Father of Italian Language

- Bell Ringers
- Listening, reading, authentic conversations
- Writing practice
- Speaking Debates
- Speaking with Picture Prompts
- Drawing – imitate artists
- Paired and group activities
- Workbook
- Video DVD
- Interactive Listening Activities
- Web-quest
- Poetry Writing

Assessments

Formative:

- Do Now Activity
- Exit Ticket
- Audio Activities
- Reading Activities
- Writing Assessment
- Grammar Charts
- Picture Prompts
- Oral Dialogues
- Graphic Organizer
- Class Participation

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- Presentational writing prompt
- Presentational speaking prompt
- Google voice
- Webquest
- Poetry Writing

Summative:

- Unit Oral and Written Assessment

Benchmark:

-

Alternative:

- Students will create and perform a song in the target language.

Career Education

CRP6- Students will demonstrate creativity and innovation when creating and performing a song in the target language.

21st Century Skills

Interdisciplinary Connections

English Language Arts- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage,

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evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
- Students will use Google voice to complete oral assessments.
- Students will use Youtube to listen to various pieces of Italian music.

Time Frame	Weeks 15-20
Topic	
Careers & Professions	
Essential Questions	
<ul style="list-style-type: none"> ● What is the difference between a job and a profession? ● Do you work? ● What do you want to become when you graduate high school/college? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● In today's multicultural society there are several languages used to communicate in the global community. ● The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society. ● Self-reflection is an important part of creating growth in language acquisition. ● Understanding other cultures creates cultural sensitivity and acceptance. 	

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- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Describe your ideal job/profession
- The ability to apply for a job is an important skill
- What does the unemployment rate mean to you
- The rights of workers differ between in Europe and the U.S

Alignment to Standards

[NJSLs- 7.1.IM.A.1-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Describe the profession of your dreams
2. Talk about education in relation to getting a job
3. Talk about salaries
4. Be able to excel at a job interview
5. Be able to answer a help wanted ad
6. Be able to fill out a job application

Grammar

1. Impersonal Constructions
2. Impersonal Expressions with the Present Subjunctive Mood
3. Irregular Present Subjunctive Mood
4. Verbs that require the Subjunctive

Culture

1. Italian and American Government and Private Employment
2. Italian and American Labor Unions
3. Journalism
4. The right to strike. The phenomena of the “sciopero” in Italy
5. Italian and American Labor Day Celebrations

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Assessments

Formative:

- Class notes
- Do Now Activity
- Exit Ticket
- Presentational writing/speaking prompt
- Homework assessment
- Teacher observation
- Quiz
- Kahoot
- Quizlet
- Class Participation
- Class notes

Summative:

- Unit Oral/Written Assessment

Benchmark:

- Final Skills (Oral/Written) Culture Benchmark assessment

Alternative:

- Students will conduct a mock interview of a candidate for a job in the target language.

Career Education

CRP4, CRP10- Students will research various job fields that they might be interested in and conduct a mock employee interview clearly and effectively with reason in the target language.

21st Century Skills

9.2.12.C.5- Students will research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

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Interdisciplinary Connections

English Language Arts- W.11-12.4, SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the target language, and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google voice to demonstrate oral proficiency
 - Students will use the internet to access various job research databases.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

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- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed

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- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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